



UNIVERSITY OF WISCONSIN
WHITEWATER

Department
of Counselor Education
Student Handbook
2024-2025



College of Education and Professional Studies
Department of Counselor Education
6035 Winther Hall
Whitewater WI 53190
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Program Information

History and Development

The University of Wisconsin Whitewater Counselor Education Program prepares graduates for the Master of Science in Counseling, so they can work in a variety of settings. The Board of Regents for the State Universities System authorized the development of the degree program in 1969. The Wisconsin Department of Public Instruction has approved the program for school counseling licensure. The Counselor Education Department has also received full accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for its Clinical Mental Health and School Counseling Programs through 2032.

Since its development, more than 2,000 graduate students have earned the Master of Science degree in Counseling. Currently, faculty and staff work with approximately 130 enrolled students; about 40 of whom graduate each year. The Board of Regents awarded the program with its 2016 Teaching Excellence Award for academic programs and departments. The honor recognizes programs that demonstrate an exceptional commitment to teaching and learning.

The program has evolved and changed in response to trends and developments in counseling and human services. Projections for the 21st century indicate that there will be a continuing need for professional counselors in K-12 schools, community and agency settings, and higher education. Additionally, there is a need for counselors who wish to work in settings such as corrections, rehabilitation centers, drug and alcohol treatment centers, industries, and hospitals.

In order to graduate effective counselors across multiple settings and with diverse populations, the program has incorporated many elements of equity, diversity, and inclusive (EDI) practices across its courses. An example of this is our NCBI completion requirement, which is included in the Foundations of Counseling course. We anticipate that the program will continue to evolve and change in response to the trends and developments in the field while maintaining its tradition of quality and professionalism.

Vision Statement

We strive to educate ethical leaders, advocates, and change agents who will transform the profession of counseling, the schools, and communities we serve.

Mission Statement

To prepare professional counselors as leaders, advocates, and social justice change agents who will apply their knowledge and skills to develop effective counseling relationships that improve the human condition globally.

Anti-Discrimination Statement

“If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality” (Desmond Tutu, n.d.)

We the faculty and staff of the counselor education department at the University of Wisconsin-Whitewater, are horrified and saddened by the events that have impacted the well-being and welfare of Asians, Asian Americans, Pacific Islanders, African Americans, the Latinx community, Native Americans and all other populations who have been disadvantaged and impacted by oppression. We acknowledge that structural racism, discrimination, and systemic oppression does exist and is historical, deeply rooted, and prevalent in our institutions. We also recognize that individuals from the above communities have been significantly impacted and harmed by these experiences of discrimination and oppression in all facets of their lives creating inequalities and inequities in resources, access to services and opportunities.

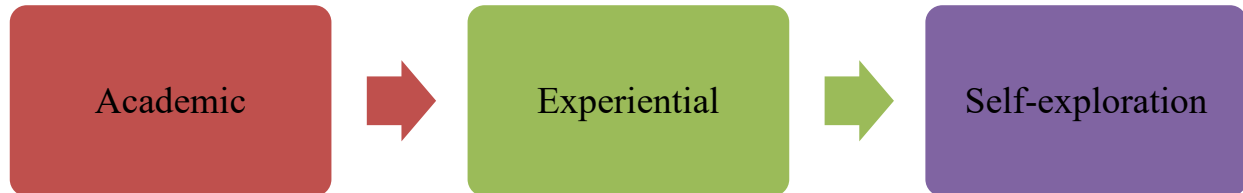
As members and professionals within the counseling field, we celebrate difference and diversity; therefore, we stand together with the communities identified above and other oppressed groups in our commitment to combat racism, discrimination, marginalization, and unfair treatment of any kind. We will achieve this commitment through a) dedication to social justice and advocacy; b) education and development of professionals who are strong leaders, advocates, and social change agents; c) recruitment, retention, support, and engagement of a diverse student body; and d) creation of safe spaces, classes, and environment that promote the learning and voices of a diverse student, faculty, and staff community. We will also hold ourselves accountable through continued professional development that addresses our own unconscious bias, fills the gap in our knowledge, and enhances our own diversity practice.

Purpose and Philosophy

The UW-Whitewater Counselor Education program aims to help students achieve competencies required by licensure regulations, employing agencies, and professional organizations. The primary function of the program is to help students become effective professional counselors who can establish helping relationships with their clients. Developing such professionalism requires a personal investment of time and effort, self-examination, and the ability to meet the challenges of graduate education.

The Counselor Education faculty endorses the philosophy that counseling is both an art and a science. Principles of human development, behavior change, assessment, and counseling have scientific bases. However, the application of these principles remains, to a considerable extent, an art. Therefore, the counselor-in-training needs to develop as a behavioral scientist and as a person concerned with applying knowledge to improve the human condition. There is no single counseling approach that enjoys widespread acceptance among professionals. As a result, students will acquire a basic understanding of the diverse philosophies, theories, and approaches that exist and then develop their own unique counseling styles and theoretical frameworks, which are effective in working with their clients.

The counselor education faculty and staff believe that personal development and professional development occur concurrently in the journey towards becoming effective counselors. The Counselor Education program is based on the philosophy that students need to experience three types of learning:



Academic learning - happens through core and elective courses that are focused on helping students gain knowledge, understanding, and skills on which to base their counseling practice.

Experiential learning - is provided early in the student's program, further developed during the on-site practicum, and culminates during internship. The opportunities to observe counseling activities, interact with clients in appropriate settings, and consult with supervisors help students develop their personal counseling styles.

Self-exploration - is facilitated through interaction with and feedback from faculty, staff, and peers and assists students in assessing the impact of their behavior and interpersonal style on the clients they serve.

To achieve these types of learning, the program utilizes course readings, media, and discussion around topics such as sexual assault, domestic violence, stalking, physical violence, and identity-based discrimination and harassment. In recognition that the content and ensuing reflection can be difficult, we encourage students to care for their safety and well-being as they move through the program. We also highly recommend personal counseling for students who need to work through any unresolved issues and/or topics that become painful during the program (see Personal Counseling section).

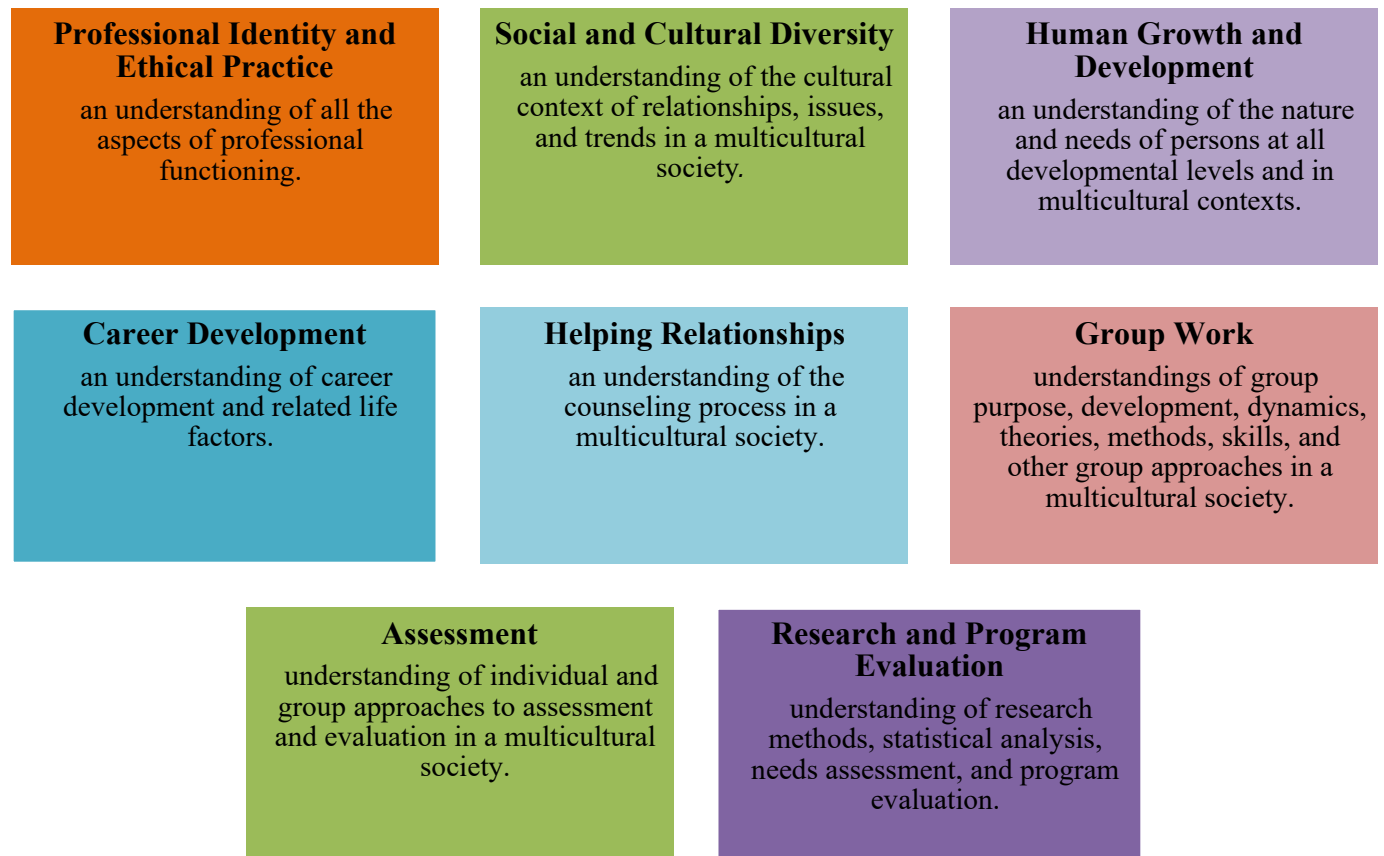
Counselor Education Faculty and Staff

Our faculty and staff are committed to combining rigorous academic, experiential, and self-reflective learning to help students develop professionally and personally. In their interaction with students, faculty and staff provide a safe and supportive space where they embrace diversity, show positive regard and authenticity. In addition, faculty pursue both research and service to enhance their teaching. For additional faculty and staff information, please visit:

<https://www.uww.edu/coeps/counselor-education>

CACREP Standards

The UW-Whitewater Counselor Education program has been accredited by CACREP since October 17, 2000. As such, the program objectives are based on CACREP's eight core counseling standards and program specific standards (e.g., School Counseling and Clinical Mental Health Counseling) found in the [2016 CACREP Standards](#). The CACREP core standards and the program specific standards serve as the foundation for faculty and staff teaching in the program. Furthermore, students are evaluated on each of these standards during their time in the program. This evaluation process is outlined in the student assessment and feedback policies section of this handbook and is grounded in the eight core CACREP counseling standards listed below:



Program Objectives

The UW-Whitewater Counselor Education program has five program objectives that are based on CACREPs eight core counseling standards. These program objectives also inform the program's key performance indicators, which are discussed below (see page 22). The counselor education program aims to develop:

Program Objective 1
Graduate students who serve as systemic change agents and leaders who can advocate for safe, inclusive, culturally responsive counseling programs.
Program Objective 2
Graduates who are ethical practitioners and demonstrate self-exploration, reflection, and professional behavior.
Program Objective 3
Graduates who promote mental health through intentional use of counseling skills and interventions, and collaborative counseling relationships
Program Objective 4
Graduates who understand, analyze, and apply theory, research, and assessment to inform and evaluate their practice.
Program Objective 5
Graduates who embody a professional counselor identity that emphasizes wellness, human development, interdisciplinary collaboration, and ongoing professional development.

School of Graduate Studies Learning Outcomes

The UW-Whitewater Counselor Education program also meets the Learning Outcomes for Master's-Level Education as provided by the UWW School of Graduate Studies and outlined below:

1. Advanced abilities in gathering, investigating, documenting, analyzing, interpreting, evaluating, and synthesizing complex information from the discipline and its practice.
2. Ability to apply discipline-specific skills (e.g., procedures, techniques, craft, technology and tool use) and knowledge (e.g., ideas, problems, concepts, vocabulary, history, and theory of the discipline) to real-world contexts.
3. Highly developed functional skills and behaviors necessary for maturing professionals including self-direction, problem-solving, decision-making, collaboration, and the capacity for networking and leadership.
4. Writing skills that reflect advanced practice in professional contexts.
5. Effective oral communication and interpersonal skills that support successful interaction with colleagues and professionally relevant constituents.
6. A capacity to recognize ethical challenges relevant to disciplinary practice and the ability to articulate and justify a professional response.
7. The ability to understand and respond effectively to the diverse interests and needs of domestic and global colleagues and constituents served by the discipline and its practice.
8. Recognition of the need for continuous professional development through self-directed learning and on-going engagement with colleagues and other professionals.

Program Emphases and Requirements

The UWW Counselor Education program has two main emphases: school counseling and clinical mental health counseling.

School Counseling Emphasis

School counselors work as educational leaders in elementary, middle, and secondary schools. They provide individual and small group counseling, consult with parents and teachers, and coordinate a wide variety of developmental services and programs. School counselors are expected to provide leadership in the implementation of comprehensive school counseling programs that meet the needs of students, staff and families. As such, school counselors must understand student development and determine when individuals or a group of students have additional needs. Awareness of school and community resources and an understanding of the organization and operations of the school is necessary to function as an effective school counselor. Additionally, knowledge of effective interventions and data within the multi-tiered systems of support (MTSS) is essential as school counselors provide prevention and intervention programming to meet the diverse needs of students in schools.

The school counseling emphasis has been designed for graduate students planning to become school counselors. The degree requirements are as follows:

- Completion of 60 credits including core courses, elective courses totaling 6 credits, and specific school counseling courses such as schools and the role of school counselors and consultation, collaboration, and intervention.
- Completion of a yearlong (September-May) internship across three school levels (elementary, middle, and high school).
- Maintaining a 3.0 GPA
- Passing the PRAXIS II Exam as required by the Wisconsin Department of Public Instruction (DPI). For further information about Wisconsin and the Praxis exam please go to ets.org/praxis/wi/requirements > “Wisconsin” section.

Note: Due to PI 34 licensure requirements students might have additional requirements in certain courses or be required to complete additional modules for cost outside of class as follows: the Wisconsin American Indian Bands and Tribes

https://drive.google.com/file/d/19Ks4fEB9axhpN0K3k_60EX2nmRpJGFBL/view

and Equity / Minority Group Relations

https://drive.google.com/file/d/19HJ1wX6wFk58fUH63Zxn4phmz0P_Als9/view

Upon successful completion of the program, the school counseling emphasis requirements, and the Praxis II exam, students will be granted a master's degree, and they will be eligible for endorsement by the Wisconsin Department of Public Instruction (DPI) for the K-12 school counselor license.

Clinical Mental Health Counseling Emphasis

Clinical mental health counselors (CMHC) work in diverse settings such as community mental health centers, inpatient facilities, vocational or employment counseling agencies, higher education settings, family service agencies, correctional institutions, business and industry, or social service agencies.

The clinical mental health counseling emphasis meets curriculum requirements for Licensed Professional Counselor in training (LPC-IT) in the state of Wisconsin and for the National Board of Counselor Certification. The degree requirements are as follows:

- Completion of 60-credits including core courses, elective courses totaling 6 credits, and specific CMHC courses such as chemical dependency and treatment of mental health disorders.
- Completion of a yearlong (September-May) internship in a clinical setting
- Maintaining a 3.0 GPA.
- Passing the National Counselor Exam (NCE) prior to full LPC licensure (see WI DSPS for additional information on licensure:
<https://dsps.wi.gov/Pages/Professions/LPC/Default.aspx>).

Note: completion of the exam does not need to occur during the program; however, faculty recommend taking the exam as soon as possible after graduation.

Program of Study (POS)

During the interview process, the student and their potential advisor will discuss the contents of a program of study (POS) including core subjects and electives. After admission to the program, advisors will complete a POS containing a sequence of coursework (core subjects and electives) that align with the student's chosen emphasis and their professional goals. The completed POS will be sent to the student so they can review, sign, and return as acceptance for admission.

The UW-W School of Graduate Studies policy states that a student has seven years to complete the degree. The seven years begins when the student completes the first course to be included in their degree. Faculty advisors will take this deadline into consideration when constructing the POS, especially for students who are attending part time.

As students progress through the program, they can make limited, carefully considered changes to their program of study, **but only with prior approval of their advisors**. Any changes made without prior approval of their advisor may result in the student being dropped from the program, a delay in graduation, or other action at the discretion of the counselor education faculty and staff. Students who fail to follow their plan of study as scheduled may be required to repeat initial courses before enrolling in internship or they may not meet the requirements for graduation. It is the responsibility of the student to maintain close contact with their advisors as they progress through the program.

Please note in planning classes based on the programs of study it is impossible to guarantee schedules tailored to students' individual needs. Therefore, during the fall and spring semesters students might have to attend campus a minimum of 2 days a week and a maximum of 3 days or

more. During the summer semesters, students will be required to attend campus at least two days a week and might have to attend four days a week if they are taking 6 credits (e.g., two classes).

Credit Loads

Full-time student loads are defined as 9-12 credit hours in the fall and spring semesters, and 6 credit hours during the summer session. Part-time student loads are defined as fewer than 9 credit hours during fall and spring semesters, and fewer than 6 credit hours during summer session. Students who wish to take more than 6 credits during the summer need to get an exception from the department and complete the necessary forms from the School of Graduate Studies.

Students taking COUNSED 793: Supervised Practicum **cannot** register for more than 9 credits without prior department approval. Students taking COUNSED 795: Supervised Internship who wish to take 2 courses with internship will need to formally write a letter to all faculty, requesting an exception, and can only register for the additional course after receiving faculty approval. The exception letter should include the student's plan for success and school-work-life balance given the load. Due to the nature of internship, department faculty recommend that students who have outside employment work 20 hours a week or less. If work or life is interfering with successful completion of internship, students will meet with faculty, including their faculty supervisor, to discuss whether a professional development plan is needed. Faculty will follow policies described in the **Program Progress, Retention, and Dismissal Policies** section of the handbook.

Overview of the Counselor Education Program Courses

Out of the 60 credits, students complete 48 credits of required core courses, which includes a 3-credit practicum, and a 6-credit internship. Students complete 6 credits of required emphasis courses and 6 credits of electives. Current course descriptions are listed below and in the graduate studies academic catalog: [Clinical Mental Health Counseling](#) and [School Counseling](#)

Core Courses		
Course No.	Title	Credits
712	Foundations of Counseling	3
715	Research in Counselor Education	3
*716	Crisis Intervention and Trauma Counseling Across settings	3
718	Principles of Counseling	3
719	Appraisal Procedures in Counseling	3
*720	Career Development and Information Services	3
721	Groups: Theory and Practice	3
722	Theories of Counseling	3
728	Mental Health Diagnosis in Counseling	3
731	Introduction to Marriage, Couples and Family Counseling	3
736	Counseling Across the Lifespan	3

741	Social and Cultural Foundations of Counseling	3
751	Professional Practices: Ethics and Consultation	3
793	Supervised Practicum	3
795	Counseling Internship (2 semesters)	3 per semester
	Total	48

Note: *Courses have CMHC and School Counseling Specific Sections.

School Counseling Emphasis		
Course No.	Title	Credits
738	Schools and the Roles of the School Counselor	3
743	School Counseling: Consultation, Collaboration, and Intervention	3
	Elective courses (two 3-credit courses)	6
	Total	12

Clinical Mental Health Counseling Emphasis		
Course No.	Title	Credits
746	Counseling and the Chemical Dependency Process	3
753	Treatment of Mental Health Disorders	3
	Elective courses (two 3-credit courses)	6
	Total	12

Elective Courses		
Course No.	Title	Credits
696	Current Issues in Counseling: LGBTQIA+	1
696	Current Issues in Counseling: Sexuality	1
732	Advanced Marriage, Couples and Family Counseling	3
734	Families, Assessment, and Treatment of Abusive Behaviors	3
739	Trauma Treatment	3
747	Counseling Children and Adolescents	3
749	Chemical Dependency: Evidence-Based and Integrated Treatment	3
797*	Post-Masters Counseling Internship	1.5-3
799	Thesis Research	3-6
798	Individual Studies	3
HELEAD 700	Introduction to Higher Education and Student Affairs	3
HELEAD 710	College Student Development	3
HELEAD 725	Diversity and Equity in Higher Education	3
Other	Students can select graduate level courses from other colleges and/or departments (e.g. Social Work etc.). All decisions must be made in collaboration with the faculty advisor.	3-6
		6 credits

*For students wishing to be additionally licensed.

Choosing Electives

Students can select electives, both within the department and outside the department. Students can choose electives from multiple topic areas or focus on one area. Below we outline descriptions of electives within the Counselor Education Department.

Alcohol and Other Drug Abuse (AODA) Counseling

Students who are interested in counseling clients with alcohol and/or other drug related issues may receive training in the chemical dependency process and its impact on individual, family, and society. Course work focuses on developing effective counseling strategies and techniques for working with chemically dependent clients and their families. The courses in the clinical mental health counseling emphasis COUNSED 746 plus COUNSED 749, Chemical Dependency: Evidence-Based and Integrated Treatment have been approved by the Wisconsin Department of Safety and Professional Services (DSPS) as the knowledge base for substance abuse counselor in training licensure (e.g., eligibility for SAC-IT).

Specific requirements for Substance Abuse Counseling licensure:

- Substance abuse in training (SAC-IT)
 - ✓ Complete COUNSED 746 as part of the CMHC coursework.
- Substance Abuse Counselor (SAC)
 - ✓ Complete COUNSED 749
 - ✓ a period of work experience in the alcohol and drug field prior to receiving licensure. Internship may qualify as part of that work experience.

Note: In May 1, 2018, changes to Wisconsin Ch. 457 and SPS 160-168 went into effect; therefore, individuals with LPC licensure are **not** required to obtain the MPSW Specialty authorization or the 440.88 credentials to treat substance use disorders. See links below for additional information:

<https://docs.legis.wisconsin.gov/statutes/statutes/440/VIII/88>

<https://docs.legis.wisconsin.gov/statutes/statutes/457.pdf>.

Child and Adolescent Counseling

Counseling Children and Adolescents, COUNSED 747, provides an overview of developmentally appropriate approaches to counseling children and adolescents in schools and mental health settings. Various theoretical approaches and interventions will be explored. Issues specific to children and adolescents, including legal and ethical issues, working in the family context, and multicultural and diversity aspects will be addressed. This course is recommended for anyone who plans to work with children and adolescents in schools or community settings.

Marriage, Couples, and Family Counseling

The marriage, couples, and family elective employs a systems approach to treatment, and is designed to help students understand the methods, practices, and theories of marriage and family therapy. The program adheres to professional and ethical standards outlined by the American Association for Marriage and Family Therapy (AAMFT). Students seeking licensure as a marriage and family therapist (LMFT) in the state of Wisconsin must meet academic and

supervisory requirements as outlined in the Wisconsin Statutes and Administrative Code and related to the practice of marriage and family therapy.

Specific requirements for LMFT licensure:

- Completion of the 54 core courses in CMHC emphasis and the two advanced MFT advanced courses, COUNSED 732 and COUNSED 734.
- Accumulate 300 direct client hours during practicum and internship.
- Pass the AAMFTRB exam; information on this exam can be found at <https://amftrb.org/your-exam-roadmap/>

Higher Education Counseling

The higher education electives are geared to individuals who will seek employment as a counselor or administrator in post-secondary settings such as community colleges, technical colleges, public and private colleges, and universities. Students have an opportunity to explore the history and structure of student services, student developmental theories, specific offices and positions in the field, and competencies and skills necessary to work as a student development professional. Although there are numerous and diverse opportunities in the field of student development, entry-level positions are most often found in residence life, admissions, financial aid, career services, academic advising, and special programs (e.g., offices providing services for international students, orientation) and in high-level administrative positions (e.g., Dean of Students, etc.). In addition to the core courses within the program, students wishing to pursue electives in this area must take courses offered through the Higher Education Leadership program: HELEAD 700: Introduction to Higher Education & Student Affairs and HELEAD 710: College Student Development.

Trauma Counseling

Students interested in working with clients who are in crisis or have experienced trauma can take specific electives in this area. By completing the coursework for the trauma electives, students will gain a better understanding of the neurobiological aspects of trauma and the impacts of trauma and abuse on individuals and families. Students will also gain skills for working with those who are in crisis or have experienced trauma. The trauma courses in the program include COUNSED 734, and Families: Assessment and Treatment of Abusive Behaviors and COUNSED 739: Trauma Treatment.

Clinical Mental Health Counseling

Students will need to choose a primary emphasis in clinical mental health counseling (CMHC) or school counseling during their first semester in the program. If a student in the school counseling emphasis wishes to be additionally licensed, they will need to take the CMHC electives COUNSED 746 and COUNSED 753 and complete an additional one-semester of internship. Licensure options can include a License in Professional Counseling in training (LPC-IT) from the Department of Safety and Professional Services (DSPS). Students will need to work with their advisor to discuss their career goals so that appropriate arrangements can be made for internship. Students in the school counseling emphasis with specific interest in learning more about clinical topics, including treatment plans and AODA counseling can also integrate the core CMHC counseling courses COUNSED 746 and/or COUNSED 753 as electives.

School Counseling

Students will need to choose a primary emphasis in clinical mental health counseling (CMHC) or school counseling during their first semester in the program. If a student in the clinical mental health counseling emphasis wishes to be additionally licensed, they will also need to take the school counseling electives COUNSED 738 and COUNSED 743 and complete an additional 600 hours of internship. Licensure options can include a Department of Public Instruction (DPI)-approved school counseling license. Students will need to work with their advisor to discuss their career goals so that appropriate arrangements can be made for internship. Students with specific interest in working with children and adolescents in clinical practice and/or in school settings can also integrate the core school counseling courses COUNSED 738 and/or COUNSED 743 as electives.

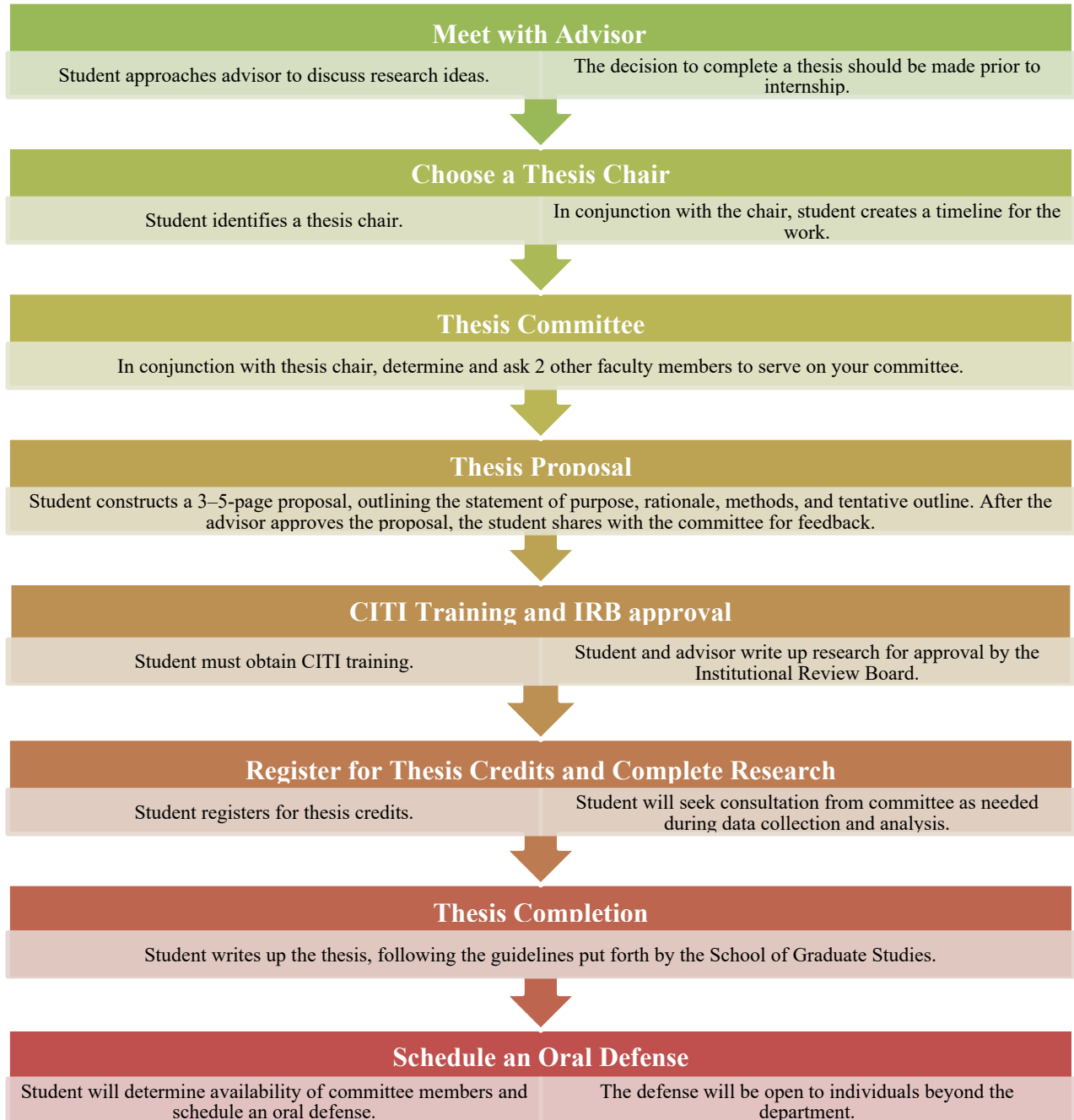
Graduate Courses from Other Departments

In consultation with their faculty advisor, students can investigate and take relevant and related graduate credits from other departments (e.g., Social Work, Psychology, Educational Leadership, Higher Education, etc.). Students who wish to take courses from programs outside of UWW should refer to the transfer of credits section below.

Thesis Research

The graduate thesis provides an opportunity for students to explore a topic relevant to the field of counseling in more depth. This exploration is done in collaboration with their academic advisor and a three-member thesis committee. Because of the nature of the study, the thesis is designed as a two-semester, six-credit experience following the steps below (see visual). Each semester, it is important that the student works intentionally and directly with the thesis chair and thesis committee to design, create, conduct, and report on the progress of their research. Student progress will be evaluated by the thesis chair and awarded a **P** (progress) or **I** (incomplete). The thesis chair will inform committee members of the grade.

The final thesis will be evaluated on a pass/fail basis and credits count towards program electives. All the committee members are involved with deliberations about the pass/fail for the final thesis. Students who receive an incomplete in their thesis credits cannot graduate without first defending their thesis. Students should also note specific graduate school requirements related to thesis completion. If the thesis is done within 30 days of the end of the semester, the grade can be changed, and the student will be notated as a May graduate. If the thesis is completed after 30 days, students can receive a satisfactory grade, but the graduation date would be in the summer term. Graduate school policies related to the length of time to complete a project (7 years in program unless exception is granted) also apply here.



Individual Studies

Students who wish to gain knowledge toward a specific learning objective, (i.e., an expansion of knowledge presented in course work, or a content area other than those contained within course offerings) may approach a professor within the Counselor Education Department to guide this independent learning process. Individual study proposals should include the following:

- a. A brief abstract of course content
- b. Statement of objectives
- c. A listing of texts, professional resources and/or plan for research and literature review

- d. Expectations of student and professor
- e. Methods of evaluation

Students intending to complete an individual study project will prepare a proposal which will be presented to department faculty in writing **the semester prior to the planned start of the individual study**. The faculty member directing the individual study will notify the student regarding feedback on their proposal and the faculty's decision relative to acceptance of the proposal. Students cannot take more than 4 credits of independent study credits during the program.

Change of Emphasis

At the time of admission, students will declare an emphasis in clinical mental health counseling (CMHC) and school counseling. If a student desires to change their emphasis, the request must be put in writing to the advisor who will bring it to the department for consideration. The written request must include the reason for the change. The department will then make a decision and the advisor will communicate that decision to the student. It is then the student's responsibility to contact the School of Graduate Studies regarding that change.

Transfer of Credits

Students who have completed elective courses or earned core credits in required courses at another institution may request credit and substitute the transfer courses for required or elective courses in the Counselor Education Program. The following guidelines apply to transfer of credits:

- Students can transfer up to 12 credits or less of relevant graduate credit.
- Students wishing to transfer credits should:
 1. Meet with their faculty advisor to determine if the course fulfills department requirements.
 2. If the faculty advisor (in collaboration with the faculty instructor) evaluates and determines applicability of transfer credits students can take the course after which they should
 3. Complete and submit the [Transfer Credit Form](#) which is available on the School of Graduate Studies [website](#) along with all necessary documentation (e.g., syllabi and an official transcript).
- For additional information, please consult the School of Graduate Studies at <https://www.uww.edu/gradstudies/admissions/transferecredit>

Specific Policies:

- In certain instances, students intending to transfer credits for core courses will need to complete additional assignments to fulfill the key performance indicators (KPIs) for the Counselor Education Program (see page 22 for details on KPIs).
- Clinical courses are generally not accepted as transfer credits to the program; therefore, students who wish to transfer clinical courses from other programs will need to request an exception from the department.

- Students should be aware that any credits they wish to transfer will start their program timeline (7 years). Students who wish to transfer courses that may impact their graduation will be required to complete an extension of timeline form.
- Courses must appear on a graduate transcript to be used at UWW. Thus, graduate courses taken as an undergraduate student will not transfer.
- Students cannot take courses outside the institution or transfer credits into the counselor education program during their final semester in the program.

Clinical Experience

During their time in the program, students will complete two clinical experiences in practicum and internship. *Additional information on these experiences can be found in the clinical experiences handbook.

Practicum

Practicum students staff the Winther Counseling Services by providing individual, group, and couples/partnership/family counseling services to students and members of the community. The objectives of practicum align with CACREP standards and key performance indicators (KPIs); therefore, on completion of practicum students will be able to:

CACREP Standards	
2.F.5.d	Utilize ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
2.F.5.f	Demonstrate counselor characteristics and behaviors that influence the counseling process
2.F.5.g	Utilize essential interviewing, counseling, and case conceptualization skills.
2.F.5.h	Create developmentally relevant counseling treatment or intervention plans.
2.F.5.i	Develop measurable outcomes for clients.
2.F.5.j	Utilize evidence-based counseling strategies and techniques for prevention and intervention.
2.F.5.n	Develop a personal model of counseling
CMHC 5.C.3.a	Demonstrate the following skills: intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
CMHC 5.C.3.b	Utilize techniques and interventions for prevention and treatment of a broad range of mental health issues
School Counseling 5.G.3.f	Utilize techniques of personal/social counseling in school settings
School Counseling 5.G.2.k	Utilize community resources and referral sources
Key Performance Indicators	
KPI 3	Apply theory to meet developmental needs of clients
KPI 5	Demonstrate the intentional and effective use of the counseling skills
KPI 6	Plan, implement, and evaluate group process

*Prerequisite courses for practicum include principles of counseling, theories of counseling, groups theory and practice and professional practices. The course sequence for taking these courses including practicum will be outlined in students POS. In addition, students must complete the workshop for the National Coalition Building Institute (NCBI) as part of the foundations course.

*Prior to practicum, it is recommended that students take the following courses: counseling across the lifespan, social and cultural foundations of counseling, and career development and information services.

*Students taking practicum will be required to obtain professional liability/malpractice insurance. In addition, students are expected to exhibit professional and ethical behavior, following a code of ethics (ACA, ASCA).

Practicum Attempts

If a student fails practicum **twice**, their progress will be deemed unsatisfactory, and it may result in a dismissal from the program. See section titled program progress, retention, and dismissal policies, specifically the code of conduct, for further information.

Background Checks

As of October 1, 1998, the law requires criminal and regulatory background checks of all persons responsible for the care and safety of children and vulnerable adults working in or having access to clients being served under programs regulated by the state. Furthermore, due to the increased concern regarding the potential for physical and emotional abuse of vulnerable citizens by persons who have been convicted of serious crimes or have a history of other improper behavior, Wisconsin has identified specific crimes and offenses that will permanently disqualify individuals from being licensed or employed in caregiving settings. For less serious crimes and acts, the law allows persons to demonstrate rehabilitation by submitting clear and convincing evidence of rehabilitation.

In view of the above, individuals wishing to provide counseling services in the school or in state-certified mental health agencies must submit to a background check. The Counselor Education Department requires a background check at the time of admission and again at the time when students enroll for practicum. If background checks indicate any concerns regarding criminal activity, department faculty will consult and determine the appropriate intervention, which will be approved by the department faculty. The advisor and/or clinical coordinator will then meet with the student and discuss the concerns and eligibility for clinical experience. If a student has committed crimes and offenses that would permanently disqualify him/her/them from licensure, the student may not be able to start their master's degree and may not be able to participate in practicum and/or internship.

Counseling Internship

Counseling Internship is an opportunity for students to a) engage in activities that are compatible with their experiences, competencies, and career goals and b) apply concepts and skills in field counseling settings with individuals, groups, and as appropriate couples and families. The objectives of counseling internship also align with CACREP standards, key performance indicators (KPIs), and Department of Public Instruction Standards for School Counselors; therefore, on completion of internship students will be able to:

CACREP Standards	
2.F.2.h	Utilize strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
2.F.1.b	Demonstrate multicultural counseling competencies
CMHC 5.C.3.a	Demonstrate skill in completing an intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
CMHC 5.C.3.e	Utilize strategies to advocate for persons with mental health issues.
School Counseling 5.G.3.a	Participate in the development of school counseling program mission statements and objectives
School Counseling 5.G.3.b	Participate in the design and evaluation of school counseling programs
School Counseling 5.G.3.c	Participate in core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
Key Performance Indicators	
KPI 1.	Demonstrate reflective self-exploration and an awareness of values
KPI 3.	Apply theory to meet developmental needs of clients.
KPI 5.	Demonstrate the intentional and effective use of the counseling skills.
Department of Public Instruction (School Counselors)	
DPI Licensure Standard 12	Demonstrate acquired skills in understanding the role, function, and responsibilities of a school counselor by acquiring a minimum of 600 hours of supervised practicum as a school counselor in a school setting at the appropriate level (s).

Internship Extensions

Typically, supervised internship is an academic year long (fall-spring) experience. However, at the time of applying for internship, students can apply for an extended internship, which will require enrolling in a 1-3 credit independent study in the summer. This application must be made following discussion with their advisor and reflected in their POS.

Incompletes

Students who need to extend their internship beyond 2 semesters should talk with their advisor and faculty supervisor about the possibility of adding an additional internship in the summer.

Students would need to enroll in a 1-3 credit independent study to complete internship requirements, based on the number of hours still required.

Background Checks and Liability Insurance

Students might be asked to complete an additional criminal background check by their internship sites. All internship students will be required to obtain professional liability/malpractice insurance.

Internship Placement Attempts and Dismissal from Placements

School districts and other agencies provide internship sites for our students as a professional courtesy. Many things affect their decision to accept students including staffing needs, district/agency priorities, curriculum, ability to provide supervision, and timing. Most schools and agencies have an application and interview process. Therefore, how students present at interviews and their professional dispositions may prevent them from being accepted by a site.

Another issue that could prevent a placement match is the student's criminal background check (CBC). Although the Counselor Education department does not make placement determinations based on student background checks, items that show up on the CBC may prevent a school district or agency from accepting the student for internship, even if these items would not preclude them from obtaining a counseling license in Wisconsin. In these instances, the Counselor Education department will make **three additional attempts** at finding a placement. If three school districts or agencies deny placement, based on the student's CBC or professional dispositions, the student will be excluded from completing the internship experience. The internship placement committee will then meet to review the student's readiness for the field of counseling and a professional development plan (PDP) may be created to remediate the student's deficiencies.

Students are expected to exhibit professional and ethical behavior, following a code of ethics (e.g., ACA, ASCA). If a student is dismissed from **two different placements** this progress will be deemed unsatisfactory and may result in dismissal from the program. See section titled program progress, retention, and dismissal policies, specifically the code of conduct, for further information.

Expectations and Student Assessments

During the program, students are required to meet certain expectations. The expectations are derived from the Counselor Education Program's vision and mission and focused on developing students who will be leaders, advocates, and social justice change agents. To accomplish these expectations and enhance their professional and personal development, students will be encouraged to engage in their own on-going self-reflection, and they will receive feedback from faculty and peers. Program expectations and assessment processes are guided by key performance indicators and key performance dispositions.

Key Performance Indicators

The key performance indicators (KPIs) reflect significant knowledge and skills, which will be measured at multiple points in core courses during the program. KPIs are based on the program objectives (see combined KPI and program objectives table below) and they align with the eight core areas outlined by CACREP (see combined CACREP and KPI table below).

The KPIs for the UW-W Counselor Education Program are as follows:

KPI 1. Demonstrate reflective self-exploration and an awareness of values.	<i>Skill</i>
KPI 2. Demonstrate understanding of self as cultural beings and future advocates	<i>Knowledge</i>
KPI 3. Apply theory to meet the developmental needs of clients	<i>Knowledge</i>
KPI 4. Understand theoretical concepts informing career development	<i>Knowledge</i>
KPI 5. Demonstrate the intentional and effective use of counseling skills	<i>Skills</i>
KPI 6. Plan, implement, and evaluate group processes	<i>Skills</i>
KPI 7. Apply assessment criteria to diagnosis and treatment planning	<i>Knowledge</i>
KPI 8. Synthesize counseling literature and apply it to counseling constructs	<i>Knowledge</i>
KPI 9. Apply theoretical case conceptualization to inform counseling assessment, planning, and intervention.	<i>Knowledge</i>
KPI 10. Demonstrate an understanding of the roles and functions of culturally responsive school counselors	<i>Knowledge</i>

The table below demonstrates the relationship between KPIs and program objectives.

UWW Program Objectives	KPIs
Program Objective #1 Graduates who serve as systemic change agents and leaders who can advocate for safe, inclusive, culturally responsive counseling programs	KPI 1. Demonstrate reflective self-exploration and an awareness of values.
	KPI 2. Demonstrate understanding of self as cultural beings and future advocates
	KPI 10. Demonstrate an understanding of the roles and functions of culturally responsive school counselors
Program Objective #2	KPI 1. Demonstrate reflective self-exploration and an awareness of values.

<p>Graduates who are ethical practitioners and demonstrate self-exploration, reflection, and professional behavior.</p>	<p>KPI 5. Demonstrate the intentional and effective use of counseling skills</p>
<p>Program Objective #3 Graduates who promote mental health through intentional use of counseling skills and interventions to develop collaborative counseling relationships.</p>	<p>KPI 5. Demonstrate the intentional and effective use of counseling skills</p>
	<p>KPI 6. Plan, implement, and evaluate group processes</p>
	<p>KPI 9. Apply theoretical case conceptualization to inform counseling assessment, planning, and intervention.</p>
<p>Program Objective #4 Graduates who understand, analyze, and apply theory, research, and assessment to inform and evaluate their practice.</p>	<p>KPI 4. Understand theoretical concepts informing career development</p>
	<p>KPI 6. Plan, implement, and evaluate group processes</p>
	<p>KPI 7. Apply assessment criteria to diagnosis and treatment planning</p>
	<p>KPI 8. Synthesize counseling literature and apply it to counseling constructs</p>
	<p>KPI 9. Apply theoretical case conceptualization to inform counseling assessment, planning, and intervention.</p>
	<p>KPI 10. Demonstrate an understanding of the roles and functions of culturally responsive school counselors</p>
<p>Program Objective #5 Graduates who embody a professional counselor identity that emphasizes wellness, human development, interdisciplinary collaboration, and ongoing professional development.</p>	<p>KPI 1. Demonstrate reflective self-exploration and an awareness of values.</p>
	<p>KPI 3. Apply theory to meet the developmental needs of clients</p>
	<p>KPI 4. Understand theoretical concepts informing career development</p>

The table below demonstrates the alignment between KPIs and CACREP Core Standards

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
KPI 1. Demonstrate reflective self-exploration and an awareness of values - <i>Skill</i>
SOCIAL CULTURAL DIVERSITY
KPI 2. Demonstrate understanding of self as cultural beings and future advocates - <i>Knowledge</i>
HUMAN GROWTH & DEVELOPMENT
KPI 3. Apply theory to meet the developmental needs of clients - <i>Knowledge</i>
CAREER DEVELOPMENT
KPI 4. Understand theoretical concepts informing career development - <i>Knowledge</i>
COUNSELING AND HELPING RELATIONSHIPS
KPI 5. Demonstrate the intentional and effective use of counseling skills - <i>Skill</i>
GROUP COUNSELING & GROUP WORK
KPI 6. Plan, implement, and evaluate group processes - <i>Skill</i>
ASSESSMENT AND TESTING
KPI 7. Apply assessment criteria to diagnosis and treatment planning - <i>Knowledge</i>
RESEARCH/PROGRAM EVALUATION
KPI 8. Synthesize counseling literature and apply it to counseling constructs - <i>Knowledge</i>
CLINICAL MENTAL HEALTH SPECIALTY AREA
KPI 9. Apply theoretical case conceptualization to inform counseling assessment, planning, and intervention - <i>Knowledge</i>
SCHOOL COUNSELING SPECIALTY AREA
KPI 10. Demonstrate an understanding of the roles and functions of culturally responsive school counselors - <i>Knowledge</i>

Key Performance Dispositions

Key performance dispositions (KPDs) reflect the temperaments expected of effective counselors, which will be assessed at multiple points in time, in all courses, as students grow and develop throughout the program. The KPDs for UW-W Counselor Education Program are as follows:

ACADEMIC SKILLS	
Record Keeping & Task Completion	Demonstrates the ability to engage in professional writing skills and task completion
Motivation & Engagement	Shows initiative, motivation, and engagement in learning.
PROFESSIONAL DISPOSITION	
Professional Behavior	Behaves in a professional manner towards supervisors, peers, students.
Self-Awareness & Openness to Feedback	Demonstrates self-awareness, emotional stability, and openness to feedback
Boundaries	Maintains appropriate boundaries with faculty, peers, supervisors, and clients/students.
Respect & Openness to Diverse Viewpoints	Demonstrates openness to differences (e.g., differences in values, backgrounds, perspectives, cultures).
Flexibility and Adaptability	Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

The table below demonstrates the alignment between the KPDs and program objectives.

Key Professional Dispositions	Program Objectives
1. <i>Record Keeping & Task Completion. Demonstrates the ability to engage in professional writing skills and task completion</i>	Program Objective #4 Graduates who understand, analyze, and apply theory, research, and assessment to inform and evaluate their practice.
2. <i>Professional Behavior. Behaves in a professional manner towards supervisors, peers, students.</i>	Program Objective #3 Graduates who promote mental health through intentional use of counseling skills and interventions to develop collaborative counseling relationships.
3. <i>Motivation & Engagement. Shows initiative, motivation, and engagement in learning.</i>	Program Objective #5 Graduates who embody a professional counselor identity that emphasizes wellness, human development, interdisciplinary collaboration, and ongoing professional development.
4. <i>Self-Awareness & Openness to Feedback. Demonstrates self-awareness, emotional stability, and openness to feedback</i>	Program Objective #2 Graduates who are ethical practitioners and demonstrate self-exploration, reflection, and professional behavior.

<p>5. <i>Boundaries. Maintains appropriate boundaries with faculty, peers, supervisors, and clients/students.</i></p>	<p style="text-align: center;">Program Objective #2</p> <p>Graduates who are ethical practitioners and demonstrate self-exploration, reflection, and professional behavior.</p>
<p>6. <i>Respect & Openness to Diverse Viewpoints. Demonstrates openness to differences (e.g., differences in values, backgrounds, perspectives, cultures).</i></p>	<p style="text-align: center;">Program Objective #1</p> <p>Graduates who serve as systemic change agents and leaders who can advocate for safe, inclusive, culturally responsive counseling programs.</p> <p style="text-align: center;">Program Objective #2</p> <p>Graduates who are ethical practitioners and demonstrate self-exploration, reflection, and professional behavior.</p>
<p>7. <i>Flexibility and Adaptability. Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.</i></p>	<p style="text-align: center;">Program Objective #2</p> <p>Graduates who are ethical practitioners and demonstrate self-exploration, reflection, and professional behavior.</p> <p style="text-align: center;">Program Objective #3</p> <p>Graduates who promote mental health through intentional use of counseling skills and interventions to develop collaborative counseling relationships.</p>

Course Assessments

Faculty and staff instructors will state their expectations clearly at the beginning of the semester, and students should seek clarifications regarding assignments or structures as needed. Faculty will provide multiple assessments of learning in core and elective courses. There will be written exams, integrative papers and projects, oral presentations, recorded reviews and presentations, and group projects. Specific assessments are chosen to reflect the learning objectives and outcomes in each course. Faculty will provide positive and constructive feedback to enhance and build on students' learning. Although much of the work is individually focused, several courses might require group projects to help students develop skills in collaborative working, which is essential for all professional counselors.

Review of Progress

Formal reviews of progress occur during the semester in which students will complete 12 credits in the Counselor Education program. Therefore, full time students who begin the program in the summer will have a review of progress in the fall semester and full-time students who begin in the fall semester will complete a review of progress in the spring semester. This review assesses student development across academic, skills, and professional/dispositional areas as identified in specific program goals and objectives.

Due to the importance of this process, completion of the Review of Progress is required to continue in the counseling program. Students need to complete the Review of Progress by the due date provided. Failure to meet this requirement will result in an administrative hold on the student's enrollment.

Faculty will meet to discuss all Reviews of Progress, identify concerns, and provide feedback to students. Students are encouraged to meet with their advisors to discuss specific feedback and their individual progress. The review of progress will conclude with one of the following:

- A positive review commending present development with encouragement for future progress.
- An identified concern that needs to be addressed with the student's advisor and plans for further review.
- An unsatisfactory review during which students' professional direction may need to be reexamined, leading to consultation with the student's advisor and development of a professional development plan.

A further review of each student's progress will occur as part of the application process for practicum and internship; and applicants' progress toward meeting the program objectives will be discussed prior to determining eligibility for these clinical experiences.

Clinical Skills Assessments

Faculty believe that counselors' personal awareness, knowledge base, and skills evolve throughout their professional careers. As students' progress through the Counseling Program, faculty members will provide an ongoing review of students' progress in the program while encouraging students to monitor their own development. To facilitate this review, skills assessments are conducted as a part of COUNSED 718, COUNSED 721, COUNSED 793, and COUNSED 795. These assessments enable faculty members to provide formative and summative feedback to students.

Professional Presentation

During their final year in the program and while enrolled in COUNSED 795, students will complete a *professional presentation*, which is a culminating project/experience. This presentation will allow students to reflect on their learning during the program, their developing counselor identity, and theoretical orientation.

Excused Absence Policy

The following policy was put forward by the faculty senate in 2024 and will be implemented by the Counselor Education Program in conjunction with the attendance policy provided by faculty and instructional staff as outlined in their course syllabi. **The policy reads as follows:**

A fair and reasonable excused absence policy requires good faith communication and coordination between instructors and students.

Students: Notifying instructors and arranging make-up work in cases involving absence of students from class are the responsibility of the student. A student who is absent should notify instructors of the absence as soon as possible *prior* to any missed class time. If contact with instructors cannot be made directly, the student should email their instructors explaining the nature of the situation and inquiring about the effect of the absence on the student's course work.

Faculty and instructional staff: Given our commitment to student success and recognition of the potential for unforeseen circumstances to interrupt a student’s academic activities, the Faculty Senate endorses a policy whereby reasonable requests to make up missed work be accommodated if the student's absence is covered in (2) below.

Definitions

1. *Excused absence.* An “excused absence” means that make-up work is available to offset the impact of an absence (e.g. missing a graded discussion when an essay can be submitted in its place, making up a test at a later date, etc.) such that the absence does not negatively impact the student’s grades.

2. *Reasonable request.* An “excused absence” should be given for the following life situations, with the need for verification at the discretion of the instructor:

- Medical Absence - verified by a note from a medical practitioner, otherwise qualified provider, or notice from their office.
 - University Health and Counseling Services will not provide documentation, but a student could show their appointment on the UHCS portal.
 - Students may access My UHCS portal to provide verification of appointments (under the Appointment tab).
 - Faculty and instructional staff should not request, accept, or store student medical records. Students can provide documentation verifying their absence to the Dean of Students office and a letter will be forwarded to the faculty or instructional staff member. The faculty or instructional staff member can review documentation that a student provides.
- Funeral for Close Friend/Relative - verified by proof of funeral arrangements or obituary or other confirmation. A death certificate is not required to satisfy this policy.
- Mandatory Court Appearance - verified by an official court document.
- Motor Vehicle Incident - verified by a Crash Report, Drivers Information Exchange, or filed insurance claim.
- Participation in a University Sponsored Event or Sports Competition - verified by a letter from the coach or faculty/staff leader.
- Active Military Service - verified by orders documentation.
- Religious Observance - absences related to religious observance should adhere to the Accommodation of Religious Beliefs Policy.
- Other reasons at the discretion of the instructor.

3. For students with disabilities who have approved flexible attendance accommodations, faculty or instructional staff must implement the approved reasonable accommodation that has been negotiated between the faculty or instructional staff member and the student.

4. Verification documents that appear to be fraudulent (i.e. a fake doctor’s note) will be forwarded to the Dean of Students Office for review under UWS Chapter 17.

5. In serious situations where the student is incapacitated and temporarily unable to perform the aforementioned responsibilities, family members may contact the Dean of Students Office, (phone: 262-472-1533) for assistance with these matters. The Dean of Students Office will then provide notification (not verification) of the absence to the instructors; however, arrangements

for make-up work, make-up exams, or possible assignment adjustments are the responsibility of the student. The University Health and Counseling Services and the Dean of Students Office do not provide excuses for absences from class due to illness. Students should read their syllabi carefully and direct any attendance-related questions to the instructor of that course.

6. In cases of extended or recurrent absences, collaboration among the student, instructor, and the Dean of Students Office is encouraged to assess whether a student can successfully complete the course or whether the student would be better served by taking an incomplete, late drop, or medical withdrawal.

7. Certain courses such as labs/studios, performances, fieldwork, independent studies, fully asynchronous courses, and similar offerings may formulate more detailed guidelines for informing instructors and addressing make-up work. Licensure courses, such as student teaching, may require adherence to more specific guidelines regarding absences.

8. If a student believes an instructor has not granted them the opportunity to make up course work or provided reasonable accommodations despite the legitimacy or unexpectedness of an absence, they can follow the Excused Absence Resolution Process.

The above policy is intended to allow students to maintain academic progress when facing unexpected life situations beyond a student's control that disrupt the ability of the student to attend class. Certain situations may not be deserving of reasonable consideration, such as if a student has recurring absences without legitimate explanation.

Excused Absence Resolution Process

1. If your instructor does not accept your absence as valid for making up coursework from point 2 above, please discuss the matter with the same instructor.
2. If the consultation does not lead to an agreement, the student has the right to submit a written appeal within 3 business days to the department chair of the course. If the instructor is the department chair, the dean will identify a designee for this first level.
3. The department chair/dean designee will review the written request and any submitted materials and offer to meet with the student. A written response that indicates the resolution will be provided to the student within 3 business days after receiving the appeal.
4. If the department chair/dean designee denies the appeal, the student has the right to appeal to the dean of the academic college of the course in the next 3 business days. The dean will review all written materials and make a final decision. The final decision will be submitted to the student and the faculty or instructional staff within 3 business days.
5. There are no further appeals.

Academic Misconduct and Integrity

The Counselor Education Program adheres to the academic misconduct statement and academic integrity statement as outlined in the University of Wisconsin Whitewater Handbook. The statements are as follows:

Academic Misconduct Statement

Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts.

Prohibited conduct includes cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed. Students' work must be in their own words except where appropriately cited. Excerpts from authors may be used judiciously, but direct quotes involving even a few words must include the source and cited appropriately. Failure to comply with these requirements constitutes plagiarism and is grounds for failure.

Academic Integrity Statement

The University believes that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin–System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards are subject to disciplinary action. UWS Chapter 14 identifies procedures to be followed when a student is accused of academic misconduct. For additional information, please refer to the section in the Student Handbook titled, Student Academic Disciplinary Procedures.

Additional information can be found in chapter 14 of the student handbook (<https://www.uww.edu/dean-of-students/uws-chapter-14-student-academic-disciplinary-procedures>).

Student Support

The Counselor Education Program recognizes how stressful and financially demanding graduate school can be; therefore, we have provided several resources below to support students in their journey.

New Student Orientation

New students are encouraged to participate in a department orientation program, which is usually offered in the summer. This program is designed to acquaint new students with the department, college, and university, and it includes introductions of faculty, staff, current students and graduates of the program, and a review of relevant policies and procedures.

APA Workshop

All newly admitted students will have an opportunity to improve their writing through APA writing workshops, which will take place in COUNSED 712: Foundations of Counseling. These workshops are led by faculty with the intent of helping students develop the scholarly writing ability required in graduate school. The goal of the workshop is to improve students' writing and support the emergence and development of their professional and academic voices. The objectives are as follows:

1. Assess students' baseline writing competency.
2. Assist students to review and revise their baseline work using APA formatting and structure (e.g., title page formatting, level headings etc.).
3. Assist students to review and revise their baseline work using APA professional writing requirements.
4. Assist students to create APA citations and references for their baseline work.
5. Assist students to understand syllabus requirements for assignments and create outlines demonstrating this understanding.
6. Assist students to create a draft of an academic paper from an outline using learning from the workshop.

Library Resources

Students admitted to the University of Wisconsin Whitewater and Counselor Education Program have access to a plethora of resources. Students can text questions about what they are looking for: (262)-500-3393 or make an appointment with a librarian: <https://www.uww.edu/library/>

Center for Students with Disabilities (CSD)

Students in need of special accommodations in the curriculum, instructional methods, or assessments should approach the center for students with disabilities (CSD) with the relevant documentation. Information about students' rights, responsibilities, and resources as a student with disabilities can be found on the following websites:

<http://www.uww.edu/csd/policies/disability-documentation>
<https://www.uww.edu/policies/nondiscrimination-of-disability>

Student Veterans and Military Services

The UW-W Veteran Military Services aims to support students' transition from military culture to academic excellence. Please visit the website at <https://www.uww.edu/veterans-and-military-services> for additional information.

Personal Counseling Experience

Students admitted to the program are strongly encouraged to participate in a personal counseling experience. The purpose is to provide students with an opportunity for personal exploration that is essential for their development as effective counselors. An additional benefit is that students experience counseling from the client perspective. Students can access services through the University Health and Counseling Center located in the Ambrose Health Center and appointments can be made online at <https://www.uww.edu/uwcs/> or by phone 262 472-1305. Students can also access crisis support, through the following resources:

- National Suicide Prevention Lifeline: 988
- National Crisis Text Line: Text “HOME” to 741741
- Trevor Project Crisis Line: 1-866-488-7386
- Walworth County Crisis Team: 1-800-365-1587

Student Involvement in Professional Organizations

Students are encouraged to participate in professional organizations that reflect their chosen area of interest. Such participation helps to facilitate professional identity formation and development of a collegial network. Faculty members in the department are involved in a wide range of professional organizations and they will be glad to introduce students to and assist them in joining an organization that best meets their professional goals.

- American Counseling Association (ACA)
- Wisconsin Counseling Association (WCA)
- American College Personnel Association (ACPA)
- Wisconsin College Personnel Association (WCPA)
- American School Counselor Association (ASCA)
- Wisconsin School Counselor Association (WSCA)
- American Association for Marriage and Family Therapy (AAMFT)
- Wisconsin Association for Marriage and Family Therapy (WAMFT)
- National Career Development Association (NCDA)
- Wisconsin Career Development Association (WCDA)
- American College Counseling Association (ACCA)

Student Campus Organizations

Graduate Student Counseling Association (GSCA)

The graduate student counseling association (GSCA) is a professional student organization for UW-Whitewater Counselor Education students. All counselor education students, regardless of

credit accumulation or GPA, may become a member of GSCA, participate in GSCA events and receive GSCA support and correspondence.

Association for Graduate Students of Color (AGSC)

The association for graduate students of color (AGSC) is an organization that intends to create a community for graduate students of color to share their experiences and any challenges they may encounter during graduate school. Membership of the Association is open to all University of Wisconsin-Whitewater graduate students.

Assistantships

A limited number of graduate assistantships are available each semester in the Counselor Education Department for students in the program; however, there are additional assistantships across the campus. Graduate assistantships are administered through the School of Graduate Studies. Therefore for additional information and to apply for all assistantships students should contact the graduate school at www.uw.edu/gradstudies/financialasst/gradassist. Assistantships are generally available for either 20 or 15 hours of work per week. Graduate assistants must be full-time students (9 credits minimum per semester or have faculty and School of Graduate Studies approval for credits below 9). In the counselor education program, graduate students generally engage in administrative assistance required for the efficient functioning of Winther Counseling Services. Graduate assistants also provide support to department-wide initiatives and work collaboratively with department faculty.

Financial Aid

To qualify for federal financial aid, graduate students must be enrolled at least half time, which at UW-Whitewater is 4.5 credits. Questions regarding financial aid should be addressed to www.uw.edu/financialaid or via phone at 262-472-1130. Students must achieve Satisfactory Academic Progress to qualify for financial aid. See the following website for more information: www.uw.edu/financialaid/policies/academic-progress.

Professional Development Awards

To support students' acquisition of knowledge beyond the department, the counselor education faculty offers professional development awards in the fall and spring semesters. More information will be offered through student announcements and in the Canvas Hub. In addition, the School of Graduate Studies provides a research grant in the fall and spring semesters. This award is provided to individuals who are presenting at conferences. More information can be found [here](#).

Mandatory Reporting Requirements

Professional counselors promote wellness in schools, family, and community environments. Professional and academic behavior in this program is guided by ACA and ASCA's codes of ethics and the State of Wisconsin mandated reporting related to ethical practice. The full ACA code can be found [here](#) and the ASCA code [here](#). Wisconsin State requirements are linked [here](#). University of Wisconsin-Whitewater requirements may be found at this [here](#).

Students will receive instruction in mandated reporting responsibilities through coursework in COUNSED 751: Professional Practices and Ethics and during their practicum and internship experiences. If a student, faculty, or staff observe questionable ethical behavior or believe they have witnessed or suspect the abuse or mistreatment of a child, they are obligated to report. All concerns must be brought to the immediate attention of supervisors as they become known and/or before reporting. Students will be trained in mandatory reporting steps throughout the program. Additional information on the mandatory reporting status of faculty is found in the Title IX section below.

Title IX

UW-Whitewater is a campus community that prides itself on treating its students with compassion, care, and support both in their academic pursuits and in working through any prior life challenges or difficulties that they may have experienced. Per UW-W policies and practices, **"Federal law requires all university employees to report information obtained during the course of their duties regarding sexual misconduct, including domestic and dating violence, unless otherwise exempt by state law. For more information, including how to report an incident, see <http://www.uww.edu/sexual-misconduct-information>".**

Therefore, if and when certain information is learned, whether in an academic program, residence life or other campus activity, the person (UWW employee) who learns that information is required to report if the information includes any form of sex discrimination, violence, abuse or neglect, past or present. Because this educational program involves a great deal of discussion and education related to personal histories, experiences and backgrounds, there will be times when students share something personal that falls within one of the categories above, thereby requiring the instructor or staff person to report what was shared. If this occurs, the staff person will use discretion, reason, and sensitivity to abide by our policies while respecting students' privacy. The goal of these requirements is to prevent or avoid further harm to the student, or those who may be exposed to further abuse by others. If students have questions or concerns, they are encouraged to talk with their course instructor, faculty advisors, or department chair.

Technology Resources and Requirements

Monday Morning SMORE

Students will receive information from the department via email. This communication relays important information related to registration, programmatic decisions, and upcoming events. Students should check their emails on a regular basis, at a minimum every two days, to ensure that they stay current with department information.

Anthology Portfolio

A fundamental goal of the UW-Whitewater Counselor Education program is to utilize student learning evidence in decision making, program improvement, and curricular development. To systematically collect and report assessment data that facilitates program improvement and curricular development, the program uses Anthology Portfolio (also known as Chalk and Wire). Anthology Portfolio is an online e-portfolio management and assessment system utilized for a variety of purposes including key assessment data collection and reporting, e-portfolios, practicum and internship experiences, and surveys/forms. Students submit assignments or other evidence of their knowledge and competencies in core courses to Anthology Portfolio. Faculty also use Anthology Portfolio to assess students based on the key performance indicators identified by the program. In Anthology Portfolio, the following standards inform evaluation:

- CACREP 2016 Program Standards
- CACREP 2016 Clinical Mental Health Counseling Standards
- CACREP 2016 School Counseling Standards
- Key Performance Indicators
- Key Performance Dispositions
- Wisconsin Department of Public Instruction Teacher Standards
- UW-Whitewater School of Graduate Studies Master's Level Outcomes

Reporting options are available to faculty, staff, the department chair, and other stakeholders in real time. Reports are also available for individual students, cohorts, or other groups as needed. Program improvement and curriculum developments is also informed by other forms of data, including information obtained from graduates, field supervisors, and other stakeholders.

Canvas

Faculty and instructors in the Counselor Education Department use Canvas for all course materials and assignments. Students are expected to use this learning management system (LMS) to access all course materials, upload assignments, and review their grades. As a condition of taking courses in the program, submitted papers will be included as source documents in the Turnitin.com reference database, which is often used as a supplement for detecting plagiarism. Given the increasing use of artificial intelligence (AI) and other technology, students should also be aware of guidelines and ethics related to work produced and submitted.

Canvas Hub

All students will be invited to a canvas hub for the Counselor Education Department. The purpose of this hub is to deliver timely program information to all students. Students might also be asked to upload or submit important documents to the hub (e.g., criminal background checks, practicum applications etc.).

Email

Students are expected to use their university email regularly because program information is often distributed through this medium. Program announcements are also sent out most Monday mornings by the department chair. Students are encouraged to consult the department homepage regularly and to consider being part of the Counselor Education Facebook group designed exclusively to connect alumni of the program and current students, and the UWW Counselor Education LinkedIn page for professional development opportunities and job networking.

Address Changes

If there is a change of address, it is important to notify the Counselor Education Department Admin Office directly because information does not come to departments from the Registrar's Office.

Equity, Diversity, and Inclusion

College of Education and Professional Studies Diversity Statement

In addition to the anti-discrimination statement on page 5 of the student handbook, the Counselor Education Program also adheres to the College of Education and Professional Studies (COEPS) Diversity Statement as provided below:

We in the College of Education and Professional studies (COEPS) believe in equitable, diverse, and inclusive practices as universal human rights. We believe equity means increasing opportunities for academic, professional, and personal success, to those who need them because of their unique needs, individualities, and abilities. We understand that diversity is a multifaceted construct that includes intersectionalities of *all visible and non-visible identities*. We strive to create an inclusive community where all students, staff, and faculty across the spectrum of multiple identities and socio-political beliefs feel seen, heard, safe, valued, respected, and enabled to thrive.

We seek to honor the sacredness of the lands, airways, and waterways where this college exists, in recognition that Indigenous people have been stewards of these lands for generations. We also acknowledge the historic and current systems of oppression, discrimination, power, privilege, and marginalization that pervade society, including institutions of higher education, and subtly undermine the practice of equity, diversity, and inclusion. We believe that these systems should be understood by all students, staff, and faculty. Guided by this belief, we aspire and actively work to reduce the academic, professional, and personal disparities created by these systems through meaningful interactions, honest dialogue, radical listening, critical discussion, and

professional development opportunities. We have an ongoing commitment to recruit, retain, support, and educate a diverse body of students, staff, and faculty. Finally, we practice culturally relevant and sustaining pedagogy, as we teach our students to value the strength of diversity, the importance of inclusivity, and how to grow in cultural humility, competence, and responsiveness in their academic and professional endeavors.

National Coalition Building Institute

To fulfill the equity, diversity, and inclusion (EDI) requirements in the program, students are expected to engage in a national coalition building institute (NCBI) workshop before registering for practicum. The National Coalition Building Institute is an international leadership organization that provides training in equity and inclusivity in community organizations, K-12 schools, college and university campuses, corporations, and law enforcement. NCBI is an international non-profit leadership development network dedicated to the elimination of racism and other forms of oppression (NCBI, paragraph 1, <https://www.uww.edu/ncbi>). Students will be required to complete this workshop as part of the foundations course at the beginning of their program, or to attend a separate half-day workshop. Students will need to provide a certificate of proof to register for Practicum.

Program Progress, Retention, and Dismissal Policies

The program progress, retention, and dismissal policies are designed a) to provide students with information related to their progress in acquiring skills and competencies essential to professional practice and b) to provide faculty with the necessary information to evaluate student progress toward achieving those skills and competencies. These policies are explained here to give students a clear understanding about the expectations of Counselor Education faculty as they work with students to become professional counselors.

Grading Standards and Academic Probation

Students should consult the [Bulletin of the School of Graduate Studies](#) to be aware of policies regarding academic probation. A student who fails to maintain a 3.0 overall grade point average (GPA) for all graduate work completed at UW-Whitewater will be placed on academic probation. Students placed on academic probation must attain a 3.0 overall GPA within the next 12 graduate level credits to return to good academic standing status. This policy includes graduate courses that are being repeated. Although the original course and grade will remain on the transcript, the last grade earned will replace the old grade, and is the only grade that will count when computing the students GPA.

Students must meet graduate school requirements of a minimum 3.0 cumulative GPA to be admitted to internship and to graduate. Students must earn at least a B in COUNSED 718 Principles of Counseling and COUNSED 721 Groups: Theory and Practice, and they must earn a “satisfactory” in COUNSED 793 supervised practicum and both semesters of COUNSED 795 counseling internship. Students must earn at least a B- in all other courses applied toward the degree.

Please Note: no more than two courses with a B- may be applied toward the degree. Courses may be repeated to meet these requirements, only once.

Grade Appeal Policy

At the University of Wisconsin-Whitewater, it is expected that instructors will evaluate students regularly and consistently by criteria and guidelines presented to students at the beginning of each grading period. If a student has reason to believe the grade is incorrect, the student may take the following steps in chronological order beginning with the informal process. A complaint that is timely and filed under any other student complaint procedure and then referred for processing under these procedures shall be considered to have met the deadline for filing as a grade appeal.

1) Informal Process

- a) Consult the instructor whose grade is being appealed. This consultation must take place within seven calendar days at the start of classes after the grading period in question.
- b) If the student/instructor conference is unsatisfactory or if the instructor is unwilling or unable to participate within seven calendar days, the student may schedule a conference with the chair of the department in which the course was offered.
- c) After hearing the student's appeal, the chair will attempt to resolve the problem within seven calendar days.
- d) If this resolution is unsatisfactory, the student may then, within seven calendar days after receiving the chairperson's response, submit a written appeal to the Counselor Education Department's Grade Appeals Committee through the chairperson. This will initiate the Formal Appeal Process.

2) Formal Process

- a) The appeal must be in writing and signed by the student. The student must submit two complete copies of the appeal and any supporting materials to the department chair. The chair will deliver one copy to the instructor.
- b) The Department Grade Appeals Committee will:
 - i) Convene to examine the appeal and the response. Following its review of the written appeal, the Department Grade Appeals Committee may ask for clarification and/or additional information from the student, the instructor, or both. At its discretion, the Counselor Education Grade Appeals Committee may request separate meetings with the student and the instructor. After considering the information, the Department Grade Appeals Committee will render its conclusion in writing to the chair, student, and instructor within 14 calendar days of receipt of the appeal.
 - ii) Although the Grade Appeals Committee cannot require the instructor to change a student's grade, the Committee can recommend such a change to the instructor and to the Dean of the College in which the course is offered.
- c) Should the student wish to appeal beyond the department, the student may submit the Committee findings and the basis for further appeal to the Dean of the College in which the course is offered, within three calendar days of presentation of the Committee findings. The Dean will review the student's appeal and the findings of the Committee. Following the review, the Dean will render his/her conclusions in writing to the Chair, student, and instructor within 14 calendar days of the appeal.
- d) If this action is unsatisfactory to the student, a final appeal may be made to the Provost, who will determine whether a change in grade is to be made within 14 days of the receipt

of the appeal. The Provost is the only individual authorized to change a student's grade without the instructor's permission. However, the Provost may change a grade only when the faculty department committee and the Dean support such a change.

3) *Department Grade Appeals Committee*

- a) The Department Chairperson will appoint a Department Grade Appeals Committee consisting of three tenured faculty members who are not subject to the appeal.
- b) The Department Chairperson will designate one of the three tenured faculty members to chair the Department Grade Appeals Committee.

Satisfactory Progress

The following criteria are used as evidence of satisfactory progress toward a Master of Science in Counseling. Students has:

1. Met all the UW-Whitewater Graduate School requirements including grade point average.
2. Maintained progress toward degree completion as agreed in the student's Program of Study (POS).
3. Maintained an overall minimum 3.00 GPA (on a 4.00 scale) as noted in the Academic Review above.
4. Achieved a "B" or better in 718: Principles of Counseling and 721: Groups: Theory and Practice and a "Satisfactory" in COUNSED 793: Practicum and COUNSED 795: Internship.
5. Exhibited adherence to professional ethical standards as defined by the American Counseling Association (ACA), the American School Counseling Association (ASCA) and other professional accreditation and licensing bodies.
6. Demonstrated personal and professional behaviors that indicate appropriateness for the counseling profession and the ability to develop the skills necessary to become a competent counselor.

Unsatisfactory Progress

Counselor Education faculty are committed to admitting only those individuals who are appropriately qualified for the profession into professional preparation programs. Faculty are also committed to mentoring such students once they are admitted and to providing support and encouragement to support completion of their desired degree. In addition to being committed to the personal and professional growth of students, the counseling faculty have an ethical responsibility of gatekeeping for the counseling profession. The following process will be followed should faculty identify that a student is making unsatisfactory progress.

1. Faculty member or professional field supervisor will request faculty review a student's progress toward meeting degree requirements and acquiring and exhibiting competencies necessary for professional practice. The request can happen at any time, together or separate from the review of progress process described on page 26 of the student handbook.
2. Requests will be forwarded through the department chair and reviewed by the faculty in a formal department meeting.
3. Students will be notified in writing by the chair that progress toward completion of their program is unsatisfactory.

4. Students receiving notice of unsatisfactory progress will need to consult with their advisor regarding their deficiencies and establish specific written and/or behavioral objectives to remediate such deficiencies through a **Professional Development Plan**.
 - The written objectives in the professional development plan become a personal record in the student's file.
 - Failure to remediate deficiencies by the agreed upon period will result in consideration for dismissal from the program.
5. The department chair will appoint a faculty committee, consisting of three department faculty members, to investigate, if during the review of progress, Professional Development Plan, or by other faculty request, the faculty deems that the student's progress is unsatisfactory or that their conduct constitutes a serious violation of professional practice or ethics, as determined by the faculty. They will then follow the procedure outlined in the code of conduct (see below) as provided by the School of Graduate Studies.

Procedures for Dealing with Complaints Against Faculty

Informal complaints: Students who have a problem (e.g., class issues, miscommunication) with a faculty member should utilize counseling and problem-solving skills to try to solve the problem. Students will need to discuss the issue or issues with the faculty member. They may consult with their advisor to discuss how best to approach their concerns and they will be redirected to talk with the faculty member involved. Formal complaint procedures are outlined by the Dean of Students Office and can be found [here](#).

Procedures for Dealing with Formal Complaints Filed Against Students

This set of procedures addresses complaints about students in the Counselor Education program. The procedures address alleged misconduct that may reflect on the student's ability to perform as a student or as a graduate in a manner consistent with the standards of the profession.

1. Complaints should be in writing and signed. Oral or unsigned complaints may be investigated at the discretion of the department. Complaints should be presented to the department chair. The chair, in consultation with the Dean and/or Provost, may investigate or appoint an investigator. The investigation will include gathering input from the individual bringing the complaint and the student being accused.
2. The student being accused will be informed in writing of the nature of the complaint and given an opportunity to respond in person at a hearing arranged by the investigator. The student being accused will be informed of the right to bring counsel to this meeting. Although the actual complaint may be shared with the student being accused, this will be at the discretion of the chair. The name of the individual bringing the complaint will not be released without notice to the individual.
3. The investigator will present his/her findings to the Counselor Education Department for a decision.
4. Examples of possible decisions/actions available to the department include, but are not limited to:
 - b. A finding of no misconduct
 - c. A letter of reprimand to the student's file
 - d. Suspension from the program
 - e. Dismissal from the program

- f. Denial of degree
5. Decisions/actions will be decided by a majority vote of the faculty of the department. That decision will be communicated to the student being accused in writing within five days of the action.
 6. Appeals may be directed to the Dean of the College of Education. Appeals must be presented in writing within 10 days of his/her receipt of the department's decision.
 7. When issues are unresolved at the time of commencement, degrees can be withheld or delayed.

Please note: faculty will follow the Code of Conduct put forth by the School of Graduate Studies in all complaints.

Code of Conduct

The following code of conduct policies have been put forward by the School of Graduate Studies.

§ 1. INTRODUCTION

§ 1.1. The Counselor Education Program (the “Program”) at UW-Whitewater (the “University”) seeks to prepare students for both academic and professional excellence.

§ 1.2. Therefore, this policy establishes a code of conduct for students and a set of procedures for enforcing that code of conduct.

§ 2. STUDENT CODE OF CONDUCT

§ 2.1. The Program hereby adopts the as revised by the ACA (2014) and ASCA (2016) as its student code of conduct (the “Code”).

§ 2.2. In addition, a failure to complete any requirement imposed under § 5.5 shall itself also be a violation of the Code.

§ 3. ALLEGED VIOLATIONS OF THE CODE

§ 3.1. Allegations of a violation of the Code by a student in the Program may be brought to any faculty or instructional staff providing instruction to or advising any student in the Program.

§ 3.2. An allegation of conduct that does not violate the Code is not governed by this Policy.

§ 3.3. All allegations of a violation of the Code by a student in the Program shall also be forwarded to the Dean of Students to determine whether that conduct also constitutes a violation of [Wis. Admin. Code chs. UWS 14](#)¹ or [17](#)².

§ 3.4. Any allegations of conduct by a student that may pose a risk to the health and/or safety of others should be forwarded to the [University CARE Team](#).³

¹ Available at: https://docs.legis.wisconsin.gov/code/admin_code/uws/14.

² Available at: https://docs.legis.wisconsin.gov/code/admin_code/uws/17.

³ CARE Team website available at: <https://www.uww.edu/dean-of-students/support-services/care-team>.

§ 3.5. Any faculty or instructional staff in the Program shall forward allegations of a violation of the Code by a student in the Program to the Program Coordinator.

§ 4. INVESTIGATION

§ 4.1. Once the conduct process under [Wis. Admin. Code chs. UWS 14](#) or [17](#) is complete or the Dean of Students office has informed the Program that it will not pursue a conduct process for the alleged violation of the Code, the Program may commence an investigation.

§ 4.2. The Program Coordinator will assign an investigator who is competent to determine whether a violation of the Code occurred (the “Investigator”).

§ 4.3. Investigative Process

§ 4.3.1. The Investigator will request any and all documentary evidence from the Dean of Students regarding the alleged violation of the Code.

§ 4.3.2. The Investigator will invite the accused student (the “Student”) and any other persons likely to have relevant information regarding the alleged violation of the Code to submit statements in writing and to provide any and all relevant documentary evidence not already provided to the Dean of Students.

§ 4.3.3. The investigator will consider all documentary and/or written evidence received in response to a request under this § 4.3.

§ 4.4. Investigative Report

§ 4.4.1. The Investigator will review all documentary evidence submitted and will submit a report to the Program Coordinator making a determination of whether or not the preponderance of the evidence shows that a violation of the Code was committed.

§ 4.4.2. The investigator will provide written reasons for this determination based on the evidence submitted.

§ 4.4.3. The investigator will provide a draft of this investigative report with all evidence considered as attachments thereto to the Student and will invite the Student to provide a final written response to the report.

§ 4.4.4. The Investigator will make any appropriate changes to the investigative report and will include the Student’s written response as a final attachment to the written report and provide such report to the Program Coordinator, the Dean of the School of Graduate Studies (the “Dean”), and the Student.

§ 5. DELIBERATION

§ 5.1. If the Investigator determined that a violation of the Code was committed, the Program Coordinator will provide the written report and all attachments thereto to the Code of Conduct Review Committee (the “Committee”) and the Student.

§ 5.2. The Committee shall deliberate the matter in closed session under [Wis. Stat. § 19.85\(1\)\(a\)](#)⁴ and may only consider the information in the report and attached thereto.

⁴ Available at: <https://docs.legis.wisconsin.gov/statutes/statutes/19/v/85/1/a>.

§ 5.3. The Investigator and any member of the Committee that was allegedly harmed by the Student shall recuse themselves from this deliberation.

§ 5.3.1. If the recusals under this § 5.3 leave the Committee without a quorum to deliberate, the Program coordinator shall inform the Dean of the School of Graduate Studies (the “Dean”).

§ 5.3.2. If so notified, the Dean will appoint an ad hoc committee composed of three faculty, associate deans, and/or instructional staff competent to consider the alleged violations of the Code, which shall act as the Committee under this policy.

§ 5.4. If the Committee determines that the preponderance of the evidence shows that a violation of the Code was committed, it will determine whether the Student can successfully complete the Program solely based on the information in the report and attached thereto.

§ 5.5. If the Committee determines that the Student can successfully complete the Program, it may impose any reasonable requirements that will allow the Student to successfully complete the Program.

§ 5.6. If the Committee determines that the Student cannot successfully complete the Program, it shall dismiss the Student from the Program.

§ 5.6.1. Dismissing the Student from the Program under this § 5.6 (a “Dismissal”) will not remove the Student from any courses in which the Student is actively enrolled or from the Student’s general enrollment at the University.

§ 5.6.2. A Dismissal will prevent the Student from registering for any future courses in the Program or from receiving a degree from the Program.

§ 6. DECISION

§ 6.1. The Committee shall delegate a member to provide a written decision explaining why it believes a violation of the code occurred based solely on the information in the report and attached thereto and detailing the sanctions it is imposing under § 5.5 or § 5.6. A copy of the written decision shall be sent to the Dean.

§ 6.2. The decision under § 6.1 shall become final fourteen (14) calendar days after it was sent to the Student’s University email account, unless the Student informs the Program Coordinator that the Student disagrees with the Committee’s decision.

§ 6.3. The Committee shall include the information regarding appeal rights in § 6.2 in its written decision under § 6.1.

§ 7. RECONSIDERATION

§ 7.1. If the Student appeals under § 6.2, the Student shall be asked to:

§ 7.1.1. Identify in writing whether any of the grounds for appeal under § 8.1 are present in the Committee’s decision.

§ 7.1.2. Submit any additional written materials to be considered by the Committee.

§ 7.2. The Committee shall deliberate on whether to affirm, modify, or overrule its decision under § 6 in closed session under [Wis. Stat. § 19.85\(1\)\(a\)](#) and may only consider the information in the report, the information attached thereto, and any written materials submitted under § 7.1.

§ 7.3. The Committee shall delegate a member to provide a written decision explaining why it is affirming, modifying, or overruling its original decision.

§ 7.4. The decision under § 7.3 shall become final fourteen (14) calendar days after it was sent to the Student's University email account, unless the Student informs the Dean that the Student disagrees with the Committee's reconsideration of its decision.

§ 7.5. The Committee shall include the information regarding appeal rights in § 7.4 in its written decision.

§ 8. APPEAL

§ 8.1. The Dean has (thirty) 30 days from receipt of an appeal under § 7.4 to respond and shall sustain the decision unless the Dean finds any of the following:

§ 8.1.1. The information in the record does not support the findings or decision.

§ 8.1.2. Appropriate procedures were not followed which resulted in material prejudice to the Student.

§ 8.1.3. The decision was based on factors proscribed by state or federal law.

§ 8.2. The decision of the Dean under § 8.1 shall be final.

Counselor Education Timeline

This section outlines steps and procedures to assist students as they progress through the program. The sequence should remain the same for full-time and part-time students. The pace may differ significantly.

Post-Admission

Acceptance of Admission Decision

Students should sign the Program of Study (POS) and send it to the Counselor Education Department. **Students accepting admission will also submit a criminal background check before or at the time the POS is submitted.** Background checks must be submitted before students can register for classes.

Academic Advising and Program of Study (POS)

Students should register for classes at their earliest possible opportunity based on the program of study provided by the Counselor Education Program. If any problems arise, students should consult with their advisor.

Registration

Students should register for classes via the WINS system on the UW-Whitewater website. The current course catalog (Timetable) is available at courses.uww.edu/Graduate/COUNSED. Students should consult with their advisor before making any changes to the Program of Study.

Student ID

Students should obtain their student ID (HawkCard) from The Hawk Card Office (2nd floor of the University Center). The Hawk Card Office hours are 7:45am-4:30pm Monday through Friday. The HawkCard is required to check out textbooks, use the library resources online, log on to WINS, and to access the counseling rooms in Winter Counseling Services.

Textbooks

Students can purchase required textbooks at the University Bookstore. Students should go to uwwhitewaterbookstore.com for information on required course textbooks.

Parking Permits

Students can obtain a parking permit at the Visitor Center. For detailed information regarding parking services, students should refer to www.uw.edu/adminaffairs/parking/students .

Recordings

Students should be aware that during their time in the program, faculty might need to record class sessions and meetings where they are present for educational, observational, or interview purposes. If students have any concerns about these recordings, please speak to your faculty advisor. This information does not pertain to courses where recordings are a part of the course curriculum.

Deferral of Admission

Students who wish to delay admission before their initial enrollment will need to reapply to the program before the following academic year with a view to starting in the summer or fall of that academic year. However, they will not need to go through an extended interview process again.

Reactivation Policy and Process

Faculty and staff understand that occasionally life will disrupt students' educational plans. It is extremely important that students inform their advisor of any changes in their schedule, especially those changes that require temporary withdrawal from the program. Should a temporary withdrawal occur, students who have rearranged their schedules in consultation and with the approval of their advisor will be allowed to continue in the program, if it has **not been longer than three semesters** since the last course was completed. **Students who have discontinued coursework for more than three semesters will need to reapply to the program.**

To reapply to the program, students will need to inform the School of Graduate Studies that they would like their student status reactivated. In addition, the student will need to send a letter of application to the department chair/advisor indicating the semester in which the student wishes to return. The student will be included in the next admissions process and can provide updated

information to his/her file clarifying the reason for withdrawal from the program and supporting readmission. Following the interview process, the student will receive written notification of the admission committee's decision.

Counselor Education Program Sequence

New Student Orientation

New students are encouraged to attend the Counselor Education Department orientation program, generally offered in summer.

Review of Progress

Students will be asked to complete a review of progress form by the due date, during the semester in which the student is completing 12 credits in the Counselor Education program.

Practicum Orientation Meeting & Application

Prior to the semester in which practicum begins, students must attend an orientation meeting that will explain the requirements and expectations of the practicum experience.

Practicum Experience

- Students will participate in practicum after completing COUNSED 718 Principles of counseling, COUNSED 722 Theories of counseling, COUNSED 751 Professional Practices, and COUNSED 721 Groups: Theory and Practice.
- Students will complete 8-12 hours scheduled coverage per week in Winther Counseling Services.
- During practicum students will complete 60 hours of indirect service and 40 hours of direct service as follows:
 - 30 hours of individual counseling
 - 10 hours of group counseling

Internship Application

- Students will complete the internship application by the specified date, during the fall semester **one year** prior to internship.
- Students will return the completed form to the department representative (clinical coordinator or administrative department associate).
- Placement arrangements will be made by department faculty.

Internship Field Placement

- Students will spend 20 hours per week in their internship field placement during the fall and spring semesters.
- Students will work directly with clients doing individual and small group counseling as their direct hours.

- Students will complete a minimum of 240 direct hours during the year as required.
- Students seeking certification from the American Association for Marriage and Family Therapy are required to have a minimum of 300 direct hours between practicum and internship.
- Students will need to complete a minimum of 100 contact hours during the first semester.

Application for Graduation

Students will need to complete an [application](#) for graduation in the semester before they expect to graduate; **therefore students' expecting to graduate in May should complete the application early in the fall.** Students can obtain the form at the School of Graduate Studies or through the link above. A fee will be charged to all graduates and will be billed to the student's account.

National Counselor Exam

Students may take the National Counselor Exam during the year in which they are eligible for graduation, alternatively faculty recommend that students take the exam soon after graduation. Information will be distributed to students during internship class.

Marriage and Family Therapy Exam

Students applying for licensed marriage and family therapy (LMFT) status in Wisconsin must complete the MFT exam. See details here [exam](#).

Praxis II Exam

This [exam](#) is required for school counselor licensure and must be taken before graduation.

Graduation Exit Survey

Students will be required to complete a Graduation Outcomes and Satisfaction Survey from the School of Graduate Studies.

Graduation and Beyond

Wisconsin Licensure Requirements

Professional counselors practicing in community and school settings in the state of Wisconsin are required to have a license(s). For school counselors, the Department of Public Instruction (DPI) grants the license following an endorsement from the academic program. For Clinical Mental Health Counselors, the Department of Safety and Professional Services (DSPS drl.wi.gov) oversees this process, with the academic program providing confirmation regarding completion of the approved program. Additional information on the application processes will be provided during internship.

Please note: the Counselor Education department does not have authority over licensure requirements. It is the responsibility of the student to apply for licensure upon graduation.

Program Endorsement

The Counselor Education Department will endorse a student for certification or licensure **only** in the emphasis area the student completes. If a student desires certification or licensure in additional areas, the student must complete course work and additional internship requirements in that specific area.

Post-master's Certificate Programs

Graduate counseling certificate programs are designed for individuals who have a master's degree in counseling from a CACREP-accredited institution (or equivalent) and are interested in acquiring additional knowledge and skills, and ultimately the necessary credentials, to function effectively in other settings. Course sequences are set up to create certificate programs in the areas of CMHC, School Counseling, and Educator to School Counselor. Additional coursework may be required for persons who are not graduates of CACREP programs.

A total of 12 to 21 credits will be required for the CMHC and School Counseling certificate programs, depending on the background of the individual and the intended emphasis. Students seeking a post-master's certificate can choose between a one-semester 20-hour-per-week internship (3 credit hours) or a two semester 10-hour-per-week internship (1.5 credit hours/semester). The certificate programs are designed as supplements to the original master's degree in counseling and are not CACREP accredited.

See specific descriptions for each certificate program on the department website [here](#) including application process, interviews, assignment of advisor, etcetera. Admissions decisions are made by the department faculty. If a person has an interest in a certificate program and does not fit neatly into that program, they will be encouraged to enroll as a special student if there is space available. Faculty approval will be required and provided on a case-by-case basis.

Educator to School Counselor

The UW-Whitewater school counseling post master's certificate program is an innovative program designed for individuals with a master's degree which results in school counselor licensure in the state of Wisconsin (WI DPI license 7054). Program completers will have expertise and experience specific to the creation of comprehensive school counseling programs that impact student outcomes. The school counseling educator to school counselor program is 25 credits and is taught in an asynchronous online program with one in-person summer intensive experience, one in-person weekend course, and one synchronous internship course.